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FCAT

Florida Comprehensive Assessment Test®

Student Name _____

READING

READING SUNSHINE STATE STANDARDS TEST BOOK

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GRADE

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SSS Reading

This test measures how well students are achieving the benchmarks in Florida's Sunshine State Standards.

Here is a list with pictures to help you locate the passages in your Reading Test Book.



Ladybird, Ladybird, Fly Away Home Page 4



A Gift of Trees Page 9



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Slip, Slop, Slap/Sunny Sidebar Page 23



Making Spring Page 28

Directions to Students

Read each article and story in this Test Book. Then choose the best answer to each question that follows.



Read the story "Ladybird, Ladybird, Fly Away Home." Then answer Numbers 1 through 8.

Ladybird, Ladybird, Fly Away Home

By Penelope Dyer & Lawrence Lowery

Timmy lay on the porch swing. He rocked slowly back and forth. He liked to come to Grandma's house during summer vacation. He liked her big front porch and the soft porch swing. Most of the time he liked to swing and think. Timmy thought about how nice it was to have a break.

But today Timmy was bored. He had read all his library books. Grandma was busy in the garden. Karen and Kathy, the twins next door, both had the chicken pox. Grandma would not let him go over to play with the girls. He was bored all right!

Timmy brushed away a fly. It had just landed on his nose. Flies are such pests, he thought. Flies and mosquitoes and ants. Why did there have to be insects, anyway?

He felt something on his hand. He looked down. There was a fly crawling up his arm right now! But wait! He looked again. It wasn't a fly! It was a little, round, red bug. Its body was about the size of a pea. It had black spots all over it. It almost looked like it had chicken pox. Timmy giggled. Maybe it had gotten too close to Kathy and Karen!

Timmy wanted to go ask Grandma what kind of bug it was. Very carefully, he got up from the swing. Very carefully, he walked down the porch steps and around back to the garden. The little bug was still on his arm when he found his grandmother.

"Grandma, do you know what this funny little bug is?" Timmy asked. He held out his arm so that she could see it.

"Why yes, Timmy, that is a ladybird," answered Grandma. "Some people call it a ladybug or a lady beetle. It is a very helpful insect to have around."

"You mean it's not a pest, like flies and mosquitoes and ants?" Timmy asked.



"No, it's not a pest," Grandma said. "The ladybird is a garden helper. It eats another insect called an aphid. Aphids hurt plants and trees. I like to see ladybirds in my garden!"

"Well, then, that's where it is going to go," said Timmy.

He walked into the garden. He carefully brushed the ladybird off his arm. It flew right over to a tomato plant and landed on one of its leaves.

"There, little ladybird," Timmy said. "See if you can find an aphid or two for your supper." Then he turned to Grandma and said, "I thought all insects were pests. But I guess I was wrong!"



Dyer, Penelope A. and Lawrence F. Lowery. "Ladybird, Ladybird, Fly Away Home." *Thinking About Science*. Cleveland: Modern Curriculum Press, 1988.



Now answer Numbers 1 through 8. Base your answers on the story “Ladybird, Ladybird, Fly Away Home.”

- 1 What is the MAIN reason Timmy is bored at the beginning of the story?
- Ⓐ He has the chicken pox.
 - Ⓑ He has nobody to play with.
 - Ⓒ He wants to work in the garden.
 - Ⓓ He wants summer vacation to end.

- 2 Read these sentences from the story.

There was a fly crawling up his arm right now! But wait! He looked again. It wasn't a fly!

The author says, “But wait!” to show that

- Ⓕ Timmy was scared.
- Ⓖ Timmy was bothered.
- Ⓗ Timmy heard something.
- Ⓘ Timmy noticed something.



- 3** Why does Timmy think that the ladybird looks almost like it has chicken pox?
- Ⓐ It has a little round red body.
 - Ⓑ He sees that it has many spots.
 - Ⓒ It feels like a little bump on his arm.
 - Ⓓ He knows it has been near the twins.
- 4** Why does Timmy walk very carefully when he carries the ladybird?
- Ⓕ He is afraid of the ladybird.
 - Ⓖ He thinks he might hurt the ladybird.
 - Ⓗ He wants the ladybird to stay on his arm.
 - Ⓘ He is unsure about where to take the ladybird.
- 5** What is the MAIN reason Grandma likes to have ladybirds in her garden?
- Ⓐ They eat harmful insects.
 - Ⓑ They are pretty to look at.
 - Ⓒ They are friendly to people.
 - Ⓓ They scare away other insects.



- 6 Which of these people would a ladybird help the MOST?
- Ⓕ a scientist
 - Ⓖ a teacher
 - Ⓗ a farmer
 - Ⓘ a doctor
- 7 What is the MOST important lesson Timmy learns in the story?
- Ⓐ Being bored is no fun.
 - Ⓑ Some insects are helpful.
 - Ⓒ Ladybirds are small bugs.
 - Ⓓ Grandma is a wise person.
- 8 Which sentence BEST shows how Timmy's feelings about insects have changed?
- Ⓕ He takes the ladybird to Grandma.
 - Ⓖ He brushes the ladybird off his arm.
 - Ⓗ He makes a joke about the ladybird.
 - Ⓘ He leaves the ladybird in the garden.



Read the article "A Gift of Trees." Then answer Numbers 9 through 18.

A Gift of Trees

By Elinor Tripato Massoglia

We had just arrived at our new home in Japan when my five-year-old came running. "Mother!" he cried. "A popcorn tree is growing in our yard."

The pink puffs on every tree branch did look like popcorn. But they were really cherry blossoms in full bloom.

The tree was a flowering cherry tree. The Japanese call it *sakura*, which means "cherry," but the tree does not bear large delicious cherries.

Instead, it bears clouds of pink or white blossoms. In spring, the blossoms can appear all over the country. That's why Japan is often called The Land of the Cherry Blossoms.



Each year for nearly two weeks, the sakura tree brings fun and festival to Japan. All talk is about the beauty of the year's cherry blossoms. Sometimes schoolteachers take their students to view the trees.

The United States has cherry blossom festivals, too. The best known festival takes place in Washington, D.C. More than a million people visit that city each year to view the cherry blossoms. But how the trees got there is not well known.

The idea started with an American named Eliza Scidmore. She was a friend of the twenty-seventh President of the United States, William Taft,





and his wife, First Lady Helen Taft. Ms. Scidmore had visited Japan and had written books about it. She suggested to Mrs. Taft that a road lined with Japanese flowering cherry trees would look lovely in Washington, D.C.

Mrs. Taft liked the idea. So in 1909, she had some cherry trees planted near the place where the Lincoln Memorial now stands. But most of the trees died.

When a Japanese visitor heard this, he contacted Yukio Ozaki. Ozaki was the mayor of Tokyo, Japan's capital. Ozaki was so pleased with Mrs. Taft's interest in his country that he sent her a gift of two thousand cherry trees.

The trees were lovely but full of insects. They all had to be destroyed.

A man from the American Embassy in Japan hurried to Mayor Ozaki to apologize. The mayor grinned and said something like this: "Think nothing of it. I know all about destroying cherry trees and telling the truth about it. It is an old American custom started by George Washington, your first President."

Then Mayor Ozaki sent a new shipment of three thousand healthy cherry trees. In March 1912, Mrs. Taft planted the first of Washington's cherry trees. A Japanese visitor planted the second one. Gardeners later planted the rest.

This time, the trees lived, and they blossomed. People loved them! By 1927, the cherry trees were so popular that crowds of people gathered to see them. In 1934, the city held America's first official Cherry Blossom Festival.

In 1950, when he was ninety-two years old, Yukio Ozaki visited Washington, D.C. How pleased he was to see the trees he had sent thirty-eight years before! Thanks to his gift and Mrs. Taft's interest in the trees, people in America and in Japan can enjoy the beauty of cherry blossoms.





Now answer Numbers 9 through 18. Base your answers on the article
“A Gift of Trees.”

9 Why is Japan sometimes called “The Land of the Cherry Blossoms”?

- Ⓐ Mayor Ozaki’s favorite tree was the cherry tree.
- Ⓑ The cherry trees grow in almost every part of Japan.
- Ⓒ People in Japan eat many of the cherries from the trees.
- Ⓓ The cherry trees in Washington, D.C., came from Japan.

10 Read these sentences from the article.

Each year for nearly two weeks, the sakura tree brings fun and festival to Japan. All talk is about the beauty of the year’s cherry blossoms. Sometimes schoolteachers take their students to view the trees.

Which word means almost the SAME as *festival*?

- Ⓕ problem
- Ⓖ celebration
- Ⓗ garden
- Ⓘ beauty



- 11** How is Yukio Ozaki DIFFERENT from Mrs. Taft?
- Ⓐ He lives in the capital of Japan.
 - Ⓑ He is a friend of Eliza Scidmore.
 - Ⓒ He thinks cherry trees are lovely.
 - Ⓓ He has spent time in Washington, D.C.
- 12** How are Eliza Scidmore and First Lady Helen Taft ALIKE?
- Ⓕ They both wrote books about Japan.
 - Ⓖ They both thought cherry trees were beautiful.
 - Ⓗ They both were friends with the mayor of Tokyo.
 - Ⓘ They both planted the first cherry trees in Washington, D.C.
- 13** Why did Mayor Ozaki send Mrs. Taft a SECOND gift of cherry trees?
- Ⓐ The first gift was full of harmful insects.
 - Ⓑ The first gift died soon after it was planted.
 - Ⓒ Americans loved the first gift so much that they wanted more.
 - Ⓓ Gardeners cut down the first gift to build the Lincoln Memorial.



14 What happened to the SECOND group of trees sent by Mayor Ozaki?

- Ⓕ Crowds of people picked cherries from them.
- Ⓖ They became famous for their beautiful blossoms.
- Ⓗ Mrs. Taft sent them back to Japan many years later.
- Ⓘ They were cut down during the first Cherry Blossom Festival.

15 Which word describes BOTH Eliza Scidmore and Yukio Ozaki?

- Ⓐ careless
- Ⓑ curious
- Ⓒ forgiving
- Ⓓ thoughtful

16 Read this sentence from the article.

By 1927, the cherry trees were so popular that crowds of people gathered to see them.

When the author says that the trees were *popular*, she means that

- Ⓕ they had few flowers.
- Ⓖ they were hard to find.
- Ⓗ many people liked them.
- Ⓘ many people took them home.



- 17 Yukio Ozaki visited Washington, D.C., because he wanted to
- Ⓐ keep the trees from dying.
 - Ⓑ see the trees he had sent years before.
 - Ⓒ take the trees to Mrs. Taft himself.
 - Ⓓ go to the first Cherry Blossom Festival.
- 18 Which sentence BEST tells what the article is about?
- Ⓕ People in Japan grow beautiful cherry trees that bloom in the spring.
 - Ⓖ Eliza Scidmore asks Mrs. Taft to plant cherry trees in Washington, D.C.
 - Ⓗ The mayor of Tokyo visits Washington, D.C., to see the beautiful cherry blossoms.
 - Ⓘ People in the United States can see cherry blossoms, thanks to Mayor Ozaki and Mrs. Taft.



Read the story "Swim, Baby, Swim!" Then answer Numbers 19 through 31.

Swim, Baby, Swim!

By Mary Leister



One summer morning, a young blackbird clung to a cattail stem near his nest. His mother had woven the nest from fresh grasses, but it was now brown and dry. It hung crookedly in a clump of cattails on the edge of a farm pond.

The little brown bird held tightly to a stem and flapped his wings. On a nearby cattail, his father's yellow head glowed in the sun. Both parents clucked nervously as they watched their last baby learn to fly.

The little bird blinked his dark eyes and looked around. He saw a world of green plants and sparkling water. He fluffed up his feathers. Then he flapped his wings again and gave a little push with his feet against the cattail stem.

All of a sudden, something really special happened—off he went flying through the air!

He wobbled as he flew across the edge of the farm pond and looked for a place to land. His toes grabbed a long thin willow branch that hung out over the water. But the branch sagged under his weight. He slipped off the end of it and plopped down into the pond!

Now the little bird's parents hopped around the cattails and called to their baby. But there was nothing they could do to help him.

Then something special happened again. The little bird began to swim! He dipped his wing tips low into the water. When he pushed back



with all his might—just as though he were flying—he moved the tiniest bit toward shore.

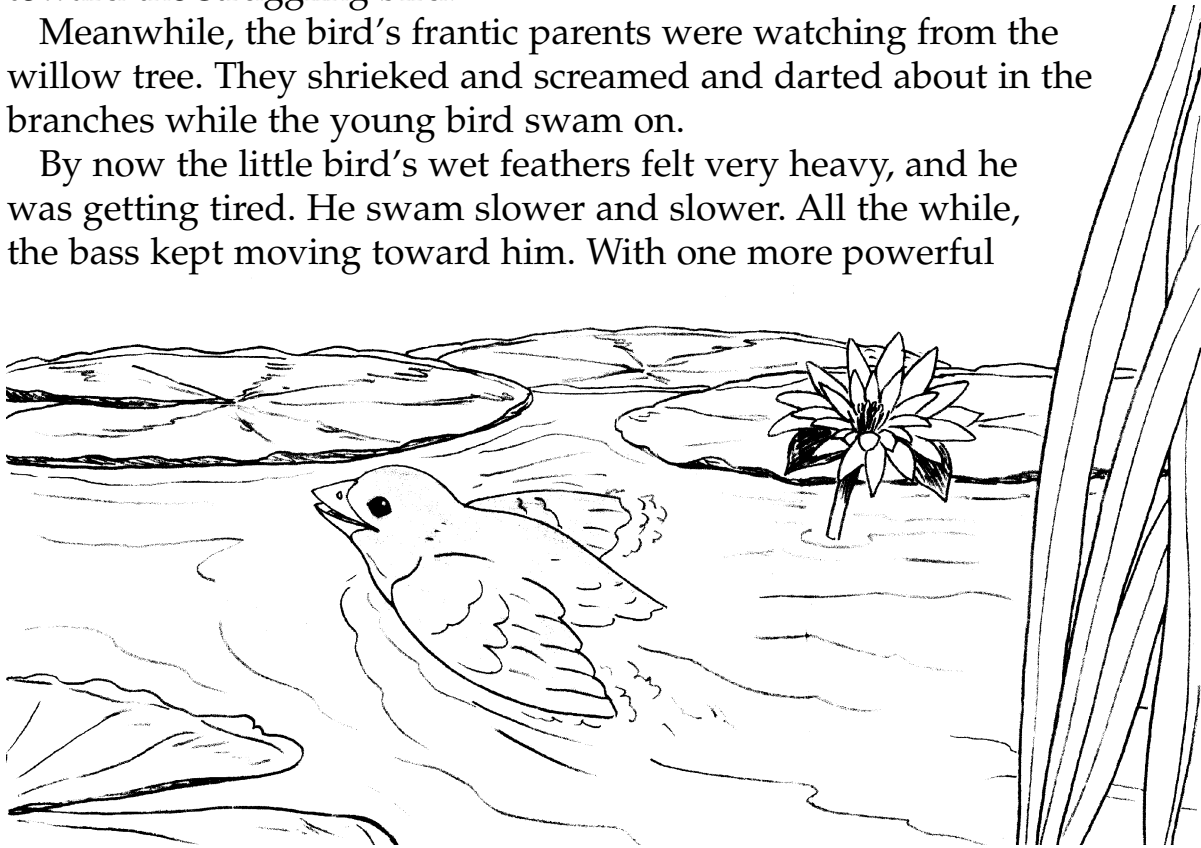
As the young bird splashed his wings in the water, bright sparkling droplets showered on his head. The drops spilled over his back and soaked his last dry feathers.

The pond looked calm and quiet. But the baby blackbird wasn't the only animal in the water. And some of the creatures—big fish, bullfrogs, and snapping turtles—would eat little birds whenever they had the chance.

As the little bird struggled along toward shore, a female bass noticed the ripples he was making. Then the big fish saw tiny feet and wet, feathery wing tips coming toward her. She started to drift upward toward the struggling bird.

Meanwhile, the bird's frantic parents were watching from the willow tree. They shrieked and screamed and darted about in the branches while the young bird swam on.

By now the little bird's wet feathers felt very heavy, and he was getting tired. He swam slower and slower. All the while, the bass kept moving toward him. With one more powerful





swish of her tail and a snap of her jaws, the wet blackbird would be hers—feet, feathers, and all!

But just as the bass was about to lunge for the bird, an otter came streaking through the water. The fish zipped away from the hungry otter and went to find cover in the weeds. Off went the otter to search for the bass. So the little bird was safe from the fish!

With a last push of his wing tips, the young blackbird reached the edge of the pond. He flapped out of the water and crawled up on shore. There he dropped onto the damp clay soil in a wet heap of feathers.

Now his parents circled wildly above him, squawking and shrieking. With luck, their noise would frighten away any enemies.

As the young bird lay there, the rays of the summer sun warmed and dried him. He stood up and began to fluff out his feathers and straighten them with his beak.

Then he stretched his wings and gave a little push with his feet against the damp clay of the shore. Off he flew into a clump of cattails growing on the other side of the pond.

For the rest of that day the little bird rested in the shelter of the cattails. Meanwhile his parents still clamored and fussed. But now they also brought him all the insects he could eat.

The next morning, the young bird flew away from the pond and headed for a marsh. There were plenty of dangers in the marsh, as he would soon discover. But for this day, at least, he would stay away from the pond.



Now answer Numbers 19 through 31. Base your answers on the story "Swim, Baby, Swim!"

- 19 Why does the little bird fall in the pond?
- (A) He slips off a thin branch.
 - (B) He is learning how to swim.
 - (C) His wings get tired from flying.
 - (D) His wing tips dip too low in the water.

- 20 Read these sentences from the story.

His toes grabbed a long thin willow branch that hung out over the water. But the branch sagged under his weight.

When the branch *sagged*, it

- (F) bent.
 - (G) disappeared.
 - (H) dripped.
 - (I) grew.
- 21 How do the young bird's parents try to protect him?
- (A) They attack the big bass.
 - (B) They hop around the cattails.
 - (C) They help fluff out his wet feathers.
 - (D) They make noise to keep danger away.



22 Which pair of words from the story has almost the SAME meaning?

- Ⓕ noticed, saw
- Ⓖ dropped, hung
- Ⓗ grabbed, spilled
- Ⓘ struggled, screamed

23 Read these sentences from the story.

With one more powerful swish of her tail and a snap of her jaws, the wet blackbird would be hers—feet, feathers, and all!

But just as the bass was about to lunge for the bird, an otter came streaking through the water.

When the bass was about to *lunge* for the bird, she meant to

- Ⓐ dive down and swim under him.
- Ⓑ move quickly forward and grab him.
- Ⓒ jump out of the water and splash him.
- Ⓓ turn around and swim away from him.



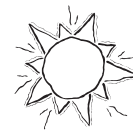
- 24** How is the little bird saved from the bass?
- Ⓕ The bird begins to swim fast.
 - Ⓖ The bird grabs a willow branch.
 - Ⓗ The otter chases the bass into the weeds.
 - Ⓘ The bass begins to chase the bird's parents.
- 25** The otter swims after the fish because the otter wants to
- Ⓐ eat the fish.
 - Ⓑ race the fish.
 - Ⓒ rescue the bird.
 - Ⓓ swallow the bird.
- 26** How are the otter and the bass ALIKE?
- Ⓕ They look for food.
 - Ⓖ They chase the little bird.
 - Ⓗ They try to warn the little bird.
 - Ⓘ They swim slowly in the pond.



- 27** Why do the young bird's parents call and scream AFTER he makes it to the shore?
- Ⓐ They are telling their son to fly to the marsh.
 - Ⓑ They are trying to frighten away other animals.
 - Ⓒ They are thanking the otter for chasing the fish.
 - Ⓓ They are yelling at their son for falling in the pond.
- 28** What is the young bird's BIGGEST problem in the story?
- Ⓕ finding the marsh
 - Ⓖ drying his feathers
 - Ⓗ getting out of the pond
 - Ⓘ escaping from the otter
- 29** What is the MOST important lesson the young bird learns in this story?
- Ⓐ Stay close to your nest.
 - Ⓑ Be careful where you land.
 - Ⓒ Swimming is easier than flying.
 - Ⓓ The marsh is safer than the pond.



- 30** Which sentence BEST tells what the story is about?
- Ⓕ A young bird thinks he is a fish and learns to swim.
 - Ⓖ A young bird tries to fly to a marsh but falls into a pond.
 - Ⓗ A young bird tries to catch a fish by jumping in the water.
 - Ⓘ A young bird falls into a pond by accident as he learns to fly.
- 31** Why did the author write the story “Swim, Baby, Swim”?
- Ⓐ to show how pond animals live
 - Ⓑ to tell about a bird learning to fly
 - Ⓒ to explain why fish hunt young birds
 - Ⓓ to describe how animals raise their babies



Read the story “Slip, Slop, Slap” and “Sunny Sidebar.” Then answer Numbers 32 through 39.

Slip, Slop, Slap

by Alice Nelson

“Hurry up, Bobby!” Cindy shouted. “We’re going to miss the prime suntanning hours.” Seeing that her little brother was not coming down the stairs, Cindy went out to help her parents load the car.

The trunk was packed with a cooler full of food and cold drinks, a blanket, beach ball, fold-up chairs, and plenty of suntan oil.

“Mom,” Cindy moaned, “Thanks to Bobby we’ll be lucky to find a good spot on the beach.”

“OK, OK,” Mom said, “I’ll go see what’s taking so long.” As she turned around, Bobby walked out of the front door. He was wearing a long-sleeved shirt, long pants, sunglasses, and a wide-brimmed hat, and was carrying an umbrella under his arm. As he stumbled out the door, he dropped three tubes of sunblock.

“Whoa,” Cindy said. “Where do you think you’re going—Alaska?”

“No,” replied Bobby. “I’m going to the beach with you.”

“What’s with all the clothes and the silly umbrella?” Cindy asked. “It’s not going to rain. It’s going to be eighty-five degrees and sunny.”

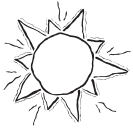
“That’s exactly why I’m dressed like this,” Bobby said. “My teacher said everyone should protect themselves from the sun and try not to get sunburned.”

“But, Bobby,” Mom said, “The sun isn’t evil. Having a tan is healthy, and it is actually a source of vitamin D, which is something our bodies need anyway.”

“But too much sun can cause skin cancer,” Bobby replied. “So I’m going to Slip, Slop, Slap.”

“Like a pig?” Dad asked.

“Not really,” answered Bobby. “I’m going to slip on a T-shirt, slop on the sunscreen, and slap on a hat. If I do, I will reduce my risk of getting skin cancer when I’m an adult.”



"I think your brother has a good point," Dad said. "Remember last year when you fell asleep on the beach. You got so red that your skin blistered and peeled."

"Thanks, Dad," Cindy said. "I was trying to forget about that."

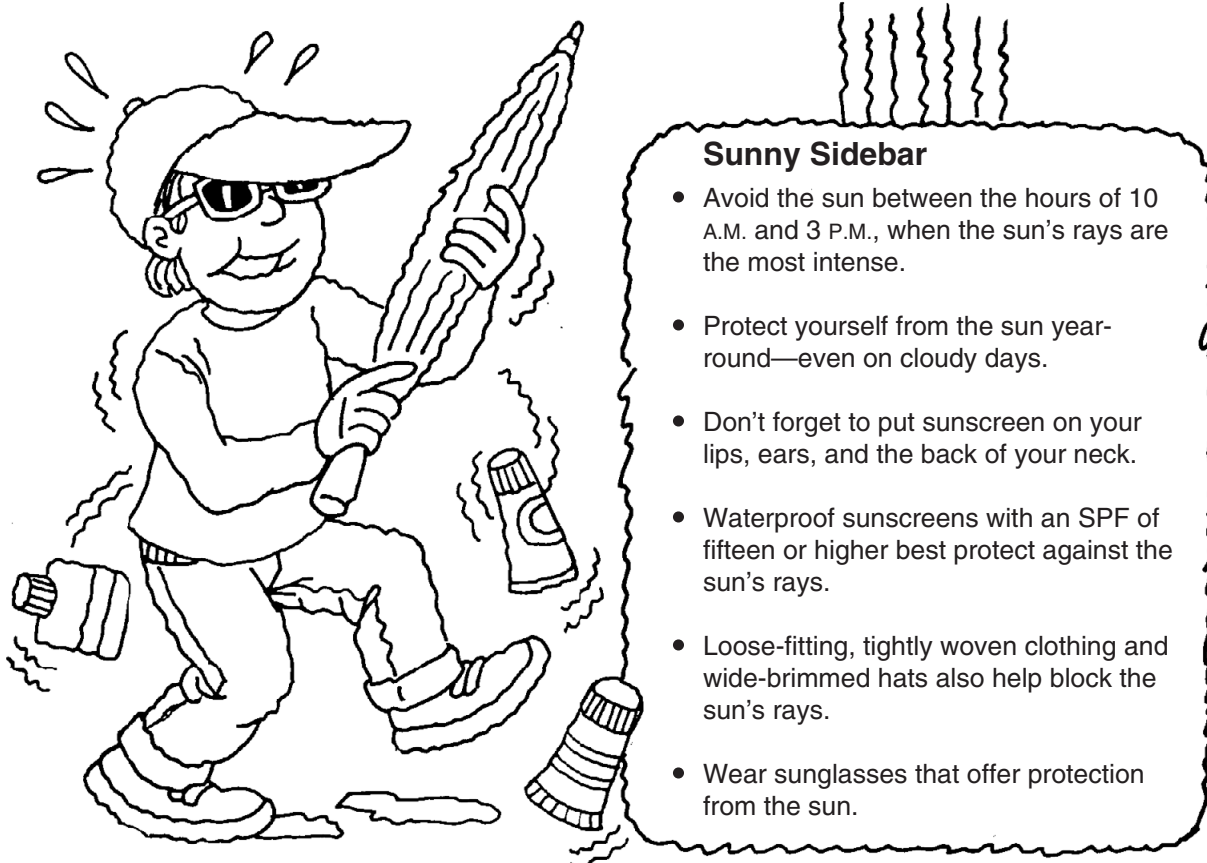
Dad made room in the car for the umbrella and closed the trunk. "I think we are all ready to go," he said. "Where's Cindy?"

"Here I am," Cindy said as she ran out the front door. "I had to get some extra clothes." Then she smiled and looked at Bobby. "Can I borrow some of your sunscreen?"

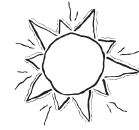
"Sure," Bobby said. "I brought enough for everybody. I even made up a new slogan. Because I love my sister, mom, and pap, I have taught them about Slip, Slop, Slap."

"You really are pretty smart," said Cindy. "For a *little* brother."

—The "Slip, Slop, Slap" campaign was developed by the Anti-Cancer Council of Victoria, Australia.

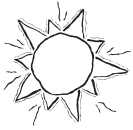


"Slip, Slop, Slap," by Alice Nelson. From *Children's Digest*, copyright © 1996 by Children's Better Health Institute, Benjamin Franklin Literary & Medical Society, Inc., Indianapolis, Indiana. Used by permission.



Now answer Numbers 32 through 39. Base your answers on the story “Slip, Slop, Slap” and “Sunny Sidebar.”

- 32** How does Bobby help his family?
- Ⓕ He shares his large umbrella.
 - Ⓖ He packs plenty of cold drinks.
 - Ⓗ He tells them how to avoid skin cancer.
 - Ⓘ He teaches them how to stay cool at the beach.
- 33** The LAST step in Bobby’s plan to protect himself from the sun is to
- Ⓐ wear a hat.
 - Ⓑ put on a T-shirt.
 - Ⓒ wear long pants.
 - Ⓓ put on sunscreen.
- 34** Who is the FIRST person in Bobby’s family to agree with him?
- Ⓕ his sister
 - Ⓖ his father
 - Ⓗ his mother
 - Ⓘ his teacher



35 Why does Cindy disappear for a little while near the end of the story?

- Ⓐ She leaves to get more clothes.
- Ⓑ She leaves to put on sunscreen.
- Ⓒ She goes to look for beach towels.
- Ⓓ She goes outside to help her parents load the car.

36 Which sentence BEST tells what the story is about?

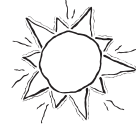
- Ⓕ A family takes a trip to the beach.
- Ⓖ A boy reveals that he is scared of the sun.
- Ⓗ A sister discovers that her little brother is smart.
- Ⓘ A family learns about the dangers of too much sun.

37 Read these sentences from the story.

“I’m going to slip on a T-shirt, slop on the sunscreen, and slap on a hat. If I do, I will reduce my risk of getting skin cancer when I’m an adult.”

What is the meaning of the word *reduce*?

- Ⓐ make big
- Ⓑ make hot
- Ⓒ make less
- Ⓓ make safe



- 38** According to the “Sunny Sidebar,” which SPF number would give you the BEST protection against the sun’s rays?
- Ⓕ 3
 - Ⓖ 10
 - Ⓗ less than 15
 - Ⓘ more than 15
- 39** What is the MAIN reason the author includes the part titled “Sunny Sidebar”?
- Ⓐ to explain the story for the readers
 - Ⓑ to tell what clothes to wear in the sun
 - Ⓒ to tell readers how to keep their skin healthy
 - Ⓓ to explain the importance of using sunscreen



Read the story "Making Spring." Then answer Numbers 40 through 45.

Making Spring

by Nancy Edwards

Art by Tony Ross



Snow again! Shawn sighed, and her breath covered the window with a gray fog. In December, snow glittered like a diamond bracelet. It was a magic frosting on a February day. But today was the first day of spring. Snow in March was cold and wet, trampled on and sooty [dirty]. It was not a welcome sight.

"How can there be snow?" Shawn asked her mother. "It's spring!"

Mother raised her shoulders. "Spring comes when it's good and ready. The calendar can't make spring be spring."

Shawn's breath steamed up another spot on the window. She drew a little flower on it with her finger. "I wish I could make spring be spring," she said. "I'm tired of boots and snow pants and sweaters."



“We can’t change the weather,” Mother said, “but we can change your clothes. Let’s pull out your box of summer clothes and see what still fits.”

Shawn skipped down the hall to her room, following her mother. Putting on summer clothes was shivery at first, but fun. Shawn danced around the room, pausing only to try on the next shirt or pair of shorts.

When the box was empty, Mother said, “Put your warm clothes back on now, Shawn.”

“But I like this one best,” Shawn said, patting the dolphin swimming across her shirt.

“Won’t you be too cold?” Mother asked.

Shawn shook her head and smiled. First she found a huge beach towel and wrapped it around herself like a cape. At the kitchen table she made a sandcastle out of clay. Using a toothpick, she carefully carved out windows and doors. Then she taped a bit of napkin to a straw for a flag.





"I think you're trying to turn spring into summer," her mother said with a laugh.

"I'm just pretending it's a very warm spring day," Shawn said. "Warm enough for a picnic, maybe," she added hopefully.

Shawn washed grapes while her mother made sandwiches. They spread the beach towel on the living-room floor and sat side by side eating lunch. Snow blew past the window.

"It must be a sandstorm," said Mother.

"I thought it was sea gull feathers," Shawn said, giggling. "You know what I wish? I wish this really were the beach so I really could go swimming." She whispered in her mother's ear, raised her eyebrows, and smiled her biggest smile.

Mother tried to frown, but her eyes began to twinkle. A smile spread across her face. "Come on," she said.

Shawn shivered in her bathing suit as her mother filled the bathtub. Then she took two splashing steps into the water.

"Have fun," Mother said, "but when you come out, spring is done. It's back to cold weather and warm clothes."

Shawn played for a long time. She sailed her boat past washcloth islands and made waterfalls flow down her legs. When her lake turned to winter, and her fingers wrinkled like raisins, she let the water swirl down the drain. She dried off with the beach towel and put on her itchy sweater.





Snowflakes were still falling, but when Shawn breathed on the window, the little flower she had drawn reappeared. She smiled. Somehow, spring no longer seemed so far away.



Now answer Numbers 40 through 45. Base your answers on the story
"Making Spring."

- 40** Read these sentences from the story.

**"Spring comes when it's good and ready. The calendar can't make
spring be spring."**

When Shawn's mother says this, she means that spring

- Ⓕ happens slowly, not all at once.
- Ⓖ comes from nature, not from the calendar.
- Ⓗ comes as soon as you are ready, not before that.
- Ⓘ happens when the calendar says it does, not after that.

- 41** Based on the story and the picture on page 30, what does Shawn do to help her mother with lunch?

- Ⓐ Shawn cleans the fruit.
- Ⓑ Shawn washes the dishes.
- Ⓒ Shawn makes sandwiches.
- Ⓓ Shawn cleans off the table.

- 42** What does Shawn MOST LIKELY whisper in her mother's ear?

- Ⓕ "May I play outside?"
- Ⓖ "Can we make lunch?"
- Ⓗ "May I play in the tub?"
- Ⓘ "Can we eat some raisins?"



- 43** The author MOST LIKELY mentions the washcloth islands to show
- Ⓐ how big the tub is.
 - Ⓑ how deep the water is.
 - Ⓒ Shawn is swimming in a pool.
 - Ⓓ Shawn is pretending she is sailing.
- 44** Based on the story and the last picture on page 31, what is Shawn MOST LIKELY thinking about as she looks out the window?
- Ⓕ the snow falling gently
 - Ⓖ the slush turning into ice
 - Ⓗ wearing her warm sweater
 - Ⓘ warmer weather coming soon
- 45** How does Shawn change from the beginning of the story to the end of the story?
- Ⓐ At the beginning Shawn dreams of spring, but at the end she dreams of winter.
 - Ⓑ At the beginning Shawn wears winter clothes, but at the end she wears summer clothes.
 - Ⓒ At the beginning Shawn wants the snow to go, but at the end she wants the snow to stay.
 - Ⓓ At the beginning Shawn thinks spring is far away, but at the end she thinks spring is close.



READING

SUNSHINE STATE STANDARDS

TEST BOOK

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